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ABSTRACT

This report, sponsored by the National Association of Independent Schools, reviews plans to prepare teachers for the Integrated Day. This preparation attempts to give teachers new concepts replacing those which grew from formalism in the teachers' own learning. The new concepts revolve around the theory that education is a process of living and not a preparation for future living; the total environment is educational. English schools have developed three methods which supplement the training provided by universities. These three methods of praparing teachers for the Integrated Day include the advisory, teachers' centers, and the teachers' workshops. The advisory consists of 20 people, employed by the County Education Authority to provide support, reeducation, inspiration, and tangible aids to the county teachers. The teaching centers offer courses and ideas for the teacher; however no credit is given. Teacher workshops are the third method of teacher preparation. Detailed descriptions of workshops in England and the United States present reviews of the faculty, physical facilities and participants' evaluation. An appendix of workshop locations and developing agencies is included. (MJM)

This booklet is the first of a three-part review of activities sponsored by the NAIS Committee on Teacher Training. The second will be a report of an internship; the third, scheduled for the spring of 1973, will be a report of the Greater Boston Teachers' Center, now a reality.

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Preparing Teachers for the Integrated Day

Part one

by

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(Photograph on page 4 by Judith N. Belasco)

January 1972
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FOREWORD

Towards Quiet, Evolutionary Change

NEWS on television and radio and in newspapers these days is normally reduced to telling us of disasters, wars, injustices, prejudices, and oppressions. Books are written about the state of our society, outlining problems, worries, and concerns. Many of these look back nostalgically to past glories – The Golden Age – whilst others lean just as heavily upon the hope that Utopia is just around the corner. The world of education is not immune to these unhappy syndromes. I am becoming increasingly concerned by the amount of literature on education which speaks so eloquently of "failure," "death," "subversion," and "underachievement." Equally, have I grown tired of hearing, "Things are not what they used to be."

It is therefore with some pleasure that I can write the introduction to this publication, which, in many ways, tells a success story; an achievement; the emergence of some light and life which have gone not wholly unsung, but which until this moment have not been fully orchestrated. It is significant that we have waited five years before we have told something of what has been happening in this "quiet evolution," throughout many hot summers in many American cities.

Whilst some groups and individuals have been shouting about what is wrong with American education, others have been committedly spending vacation time preparing to change both themselves and subsequently what happens in the classrooms in which they work.

Change has occurred and progress has been made, not by demonstrations, not by decree on mass media, not by holding huge conventions with the wearing of uniforms and the playing of bands, but in the simple action of one human being on another.

Individual change has come about whilst drinking cups of coffee, during discussions, whilst working with pieces of apparatus, painting pictures, dancing, looking at a slide under a microscope, or in the quiet contemplation of one's own room after a day at one of the NAIS workshops.

It has been my privilege to have visited America each summer during the past six years, where I have seen much change occur in teachers and classrooms, where I have seen joy return to learning, and where I have watched teachers become aware of the vast, untapped potential and resources within themselves, and realize for themselves the ambition of a lifetime. It is not on the evidence of an isolated incident that I can say that excitement and joy in learning, and in teaching, have been the outcome of many of these workshops, and that the teachers look forward to returning to their classrooms, confident about the future and with a sure and certain knowledge that they have a critical role to play in the future education of children.

These workshops have enabled teachers to experience, at first hand, a vision of "the city of light," just as much of the literature of today tells of "the city of destruction." It may be that good teaching is more possible when the teacher has enjoyed a good, exciting, and joyful learning experience. It is on this premise that the philosophy of summer workshops has been based.

For many years now, British teachers, administrators, and lecturers have been visiting America to direct summer programmes. The British and American teachers have talked, both have listened, and, most significantly, both have been active participants in the learning processes. Subsequently, many Americans have visited British schools and colleges during the academic year to see at first hand teachers and children at work. Visiting another country is invariably an exciting prospect, but in the case of American and British teachers this has now developed to the point where it is more than a visit; it is the renewing of friendships, the continuance of conversations, and the exchanging of ideas and points of view. It is very much a reciprocal exchange and is of benefit to both American and British teachers.

There is an ancient Chinese legend which gives a picture both of heaven and hell. Much to everyone's surprise, hell seemed to be a most beautiful place. Its vegetation was lush and green, its hills rolling, and its skies were always clear and of the deepest blue. The air was filled with the fragrance of rice and the many cooked dishes that were available. There was only one snag and that was that the chopsticks with which to eat the food were four feet long,

making it quite impossible for anyone to taste the dishes that smelt so appetising. Heaven was also a most beautiful place to be, its hills rolling, and its skies always clear and of the deepest blue. The air was filled with the fragrance of rice and the many cooked dishes that were available. Again, there seemed to be a snag because the chopsticks were four feet long, but the people who lived there fed each other.

In the smaller world of today, we are gradually learning that we have only each other. There is no one else.

All a teacher has when he walks into any classroom in any country of the world is what he is, his own resources, his very being. Despite all our training and education it is the "ground and root" of our being that is understood and read by our children. Very often children misunderstand what we say, but they read with remarkable clarity and insight what we mean! Self-awareness, honest humanity, respect for the dignity of others, sensitivity to the needs of others, these are as important (if not more important) as our competence in Math, Science, or Music. Education is surely about understanding ourselves, each other, and our world. All the rest is a means to that end. The story of heaven and hell tells how our survival is dependent upon others, for it is only from other people that ideas can be gleaned, and only through a knowledge of ourselves and each other that individual change can emerge within us, and, consequent upon this, in our educational systems and institutions.

Man grows psychologically by means of his perceptions. Therefore the quality of our environment, including the human beings in it, is critical to our growth. We become psychologically what we have experienced through relationships and experiences at home and in the schools, colleges, and institutions in which we grow up.

It would be a pity were our schools to become rigid places once more because we allowed today's innovation to become the new orthodoxy of tomorrow. The spirit and most important element of our work thus far has been our commitment to people, the need for personal growth and change, and the development of a teacher's individual style, in individual schools with individual children. There is no new orthodoxy since there is no "average" teacher and no "average" child. The "average" concept negates a human being's right to his own uniqueness, the very quality by which he achieves his significance and by which he can make his personal contribution to any enterprise. Try as we will to simplify educational processes to fit the "average child" in terms of "grading," "streaming," and in the "compartmentalisation of

information," the will of human beings will resist such devices as long as individual progress continues to be made.

There is much criticism of education today, both in the British Isles and in America. I wonder whether our critics realise how debilitating this criticism can be for the conscientious teacher who is trying to make learning possible for the children in her care? If we are not to have our schools full of teachers who are in a constant state of hypertension, teachers must be supported and helped in what they are doing, and must learn to ignore the sniping of those people who have abdicated the responsibility of caring for children for the freedom of offices where they can hug their outsized social consciences or become itinerant innovators.

There is much that is wrong in education, and nobody has all the answers. One thing is beyond all else true, that real solutions to problems in education will be found only by those who teach and those who learn. Responsible solutions are being found by teachers working in ordinary classrooms – teachers who feel that they can help to make schools meaningful places where children delight to be and where learning is taking place; schools where children, teachers, and administrators may all learn and grow.

* * *

There was once a donkey which was hired out by travellers. One took the donkey to Jerusalem, another to Bethlehem, a third to Dan, and many more to other places. The wayfarers took the donkey wherever they wished to go and there was only one cause for concern – the donkey never got to go where he wanted to visit.

The summer workshops in the United States of America have made it possible for teachers to go in the direction they feel is right for them. Much has been accomplished in the last five years even though, mercifully, there are no definitive answers to educational questions yet! There is still much to be done and there are many provisions to be made throughout the academic year which will advise teachers and support them in the work they are trying to do. Change in human beings is a slow process, and there is little anyone can do to accelerate it. "Instant change" is like "instant" coffee. It is rarely the real thing!

ROY ILLSLEY
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WHERE DO WE FIND THE TEACHERS?

THE key question being faced by schools in the process of changing toward more "open" education is: "Where do we find teachers who are both willing and competent to handle the unaccustomed demands of an open classroom?" The answer is, in part, at least: "Expose those among your best teachers who are interested to ideas and new models; provide apprenticeships for young teachers; and don't try to change every classroom at once."

Gradualism is essential to constructive change in human affairs, and particularly in education, because children are involved. It takes three years at the very least – and more likely five – for a successful traditional teacher to become an equally successful teacher of the integrated day, even with skillful help and support. It is worth being patient, and flexible, for informal education requires the kinds of self-discipline, orderliness, technique – in short, professionalism – that experienced teachers have had to acquire over the years. These qualities, when energized by a fresh awareness of the learning process in children, as well as within the teacher herself, are the ingredients of good teaching in an informal environment.

Young teachers, full of idealism and rebellion at the formulations of graduate schools and teachers colleges, need time to become integrated as people before taking responsibility for an integrated environment. In the first place, they should intern as active and involved apprentices under a secure and skillful teacher, to allow time for their energies to focus. Apprenticeship, of course, should be a major part of their training, but if it is not provided by the university it has to be provided by the schools. Practice-teaching for a term is not apprenticeship. A full year is

not too long a period for a beginning of that seasoning process which is indispensable to a teacher in an open classroom.

Finally, the systemwide, all-or-nothing change by fiat should be avoided like the plague. Such behavior is one of the more distressing aspects of a culture that is used to instant nourishment and computerized decisions. For one thing, not all teachers should be asked to abandon the methods which give them security and status. For another, all children in a given school or system will not thrive in an open environment, or their parents will not — which often comes to the same thing. It is the experience of schools which have offered a variety of classroom styles that about half of the children prospered in the informal rooms, whereas the other half were glad to be placed in more traditional rooms, and they benefited accordingly. Meanwhile, the possibility of choice served to allay parental anxiety.

Note, however, that it has also been the experience of schools that offered a variety of styles that, over a period of two or three years, more parents requested the open classrooms than requested the traditional ones. Furthermore, waves of interest began to spread from the open classrooms throughout the school, with the result that the differences among classrooms became less and less apparent, yet few among either parents or teachers felt cornered or coerced.

The title of this booklet uses the word "Preparing" rather than "Retraining." This is a deliberate choice. Training suggests the substitution of one set of manipulative skills for another, in the sense that an astronaut needs many skills that are different from those of a pilot. I hope to make clear in the text which follows that we are, in fact, proposing a form of reeducation for people who have had one kind of educational experience and have come to need another, very different one, in order to live with children in quite a different way.

Just as "an army marches on its stomach," reform in education rides upon the backs of teachers. However compelling may be the theory, and however brilliant the research which supports it, its ultimate impact upon the experience of children will be proportional to its impact upon the experience of teachers. Moreover, change in education will not take place if its only advocates are beginning teachers, newly graduated from schools of education. Resistance from the established faculties and administrators can be formidable and totally discouraging to young recruits. Change must take place in the minds and hearts of at least some of the highly experienced, much respected teachers in a school, who then

will welcome the energy and enthusiasm of younger teachers as aids to their commitment rather than as threats to their security.

This is particularly true of a change as profound as that required for teaching in the so-called Integrated Day. Unlike many of the current "innovations" which prescribe instruction at various levels for individual students or which substitute one form of grouping and scheduling for another, but retain the same separation of subjects as before, the Integrated Day calls for a different view of the learning process itself. This view grows from Whitehead's concept, when he said:

> You may not divide the seamless coat of learning. What education has to impart is an intimate sense for the power of ideas, for the beauty of ideas and for the structure of ideas, together with a particular body of knowledge which has peculiar reference to the life of the being possessing it.[1]

and from these remarks of John Dewey:

> Education must be conceived as a continuing reconstruction of experience; and the process and the goal of education are one and the same thing. [2]

and:

> Education, therefore, is a process of living and not a preparation for future living. The school must represent life, life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground. [3]

In order to convey the power, the beauty, and the structure of ideas to children, a teacher needs first of all to feel these qualities herself. If her mind is taken up with routine matters, or with maintaining order, or even with her lesson plan for the day, the ideas that reside within the experience of her students will escape her. Yet these ideas, when teased out and put to constructive work, are the engines of learning. With their aid, the skills of communication, of thinking, and of appreciation will be acquired because they are needed. Without them there is only memory: an imperfect tool at best.

The key word is trust. A teacher who as a student was taught with lesson plans, scheduled classes, and competitive grading for sixteen years or more, and who has made her reputation as a conscientious teacher by following the same procedures with her

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[1] *Aims of Education,* Macmillan, 1929, p. 18.
[2] "My Pedagogic Creed," from *Contemporary American Philosophy,* edited by George P. Adams and William P. Montague (New York: The Macmillan Company, 1897).
[3] Ibid.

children, has learned instinctively to trust these procedures. They are familiar, not only to her, but to the administration, to other teachers, and to parents, most of whom were educated in much the same way. But when she is asked, or asks herself, to understand the Integrated Day and to reorganize her teaching accordingly, she has to learn to trust a new set of factors. Among others is the belief that the total environment is educational and that she can create special areas within it according to the special interests and needs of her children.

Another is that children can learn a great deal from each other, as well as from their teacher and the textbooks. To permit and direct such learning requires a different set of skills and techniques.

Another is that play can be very educational, but this requires new devices, and new structures.

Another is that each subject in the curriculum has connections to every other and that learning how to learn is mainly a process of employing these connections.

Another is that mistakes, as well as correct answers, can be useful in learning, and many questions have no right or wrong answers.

But before any of these changes can take place on a lasting basis there must be trust of teachers by administrators, and respect for the teachers' view of children and of the learning process.

To prepare teachers for the Integrated Day, therefore, is to give them new concepts to trust: concepts that will gradually replace those which grew from formalism in the teachers' own learning and which led to more formalism in their teaching. This is difficult, but not impossible. Obviously, it cannot be done by the didactic techniques that are usually associated with "teacher training," for it is as much an affair of the heart as of the mind. How, therefore, can reeducation be accomplished among enough successful and recognized teachers to bring about change and at the same time prevent abuses that may be perpetrated in the name of change?

In this field, as in so many others which relate to primary education, we have much to learn from the English. Their universities "train" their teachers in Nuffield mathematics and science, or in the use of the Initial Teaching Alphabet and in the methodology of teaching all of the various disciplines, including psychology and measurement, just as ours do. But most of this is professional training, which is to say the ordering of the mind primarily, of the heart incidentally. Here and there one finds an

extraordinary individual such as Sybil Marshall, who conducted at Doncaster Technical College the kind of course that employed hearts and minds equally – and what a difference that makes! This course is described beautifully in her *Adventure in Creative Education,*[4] and indeed it was an adventure which none of the students – or Mrs. Marshall – will soon forget. Not incidentally, those students, eight years later, are now among the principal "change agents" (to use our term) of British primary education.

But an obsession with professional training, particularly when accompanied by credits that become reflected in salaries, does not lead to fundamental change in education. It may even consolidate the old order by reinforcing the special teacher in his own discipline, and while he might agree to a team-teaching plan, he goes on thinking in terms that are more closely related to the medieval quadrivium than to Whitehead's "seamless coat of learning."

The English school authorities, on the other hand, particularly in those counties and districts which have given up the Eleven Plus examination and have substituted comprehensive schools in place of selective schools, have developed three institutions, or services, which supplement the training that is provided by universities. These are the Advisory, the teachers' centers, and the teachers' workshops. To these three methods for preparing teachers for the Integrated Day belongs much of the credit for the change that has by now reached one-third of the primary schools in England and is beginning to touch the secondary schools as well.

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[4] Pergamon Press, 1968.

THE ADVISORY

OUR term for the people who make up the staff of the Advisory would be "supervisors," but there is little similarity in function. In Leicestershire, for example, the Advisory consists of some twenty people, some of whom are part-time, some are highly specialized in training, some are generalists. They are employed by the County Education Authority to provide support, reeducation, inspiration, and tangible aids to the teachers of the county. They may not enter a classroom unless invited, and they are expressly forbidden to write reports about teachers whom they have visited. Their role, as far as it is humanly possible to play it, is to be nonjudgmental and supportive.

I traveled with three members of the Leicestershire Advisory recently. The first spent the morning in consultation with the head of a junior school on the problem of inadequate equipment of several kinds for an obviously overenrolled school. The advisor listened (which is important in a large system of any kind), was sympathetic (equally important), helped to arrange the requests according to a system of priorities, had ideas about substitutions and alternate ways of securing what was needed, and left the headmistress with a feeling that someone in the hierarchy really knew her problems and would try to solve some of them.

Another advisor had a very different assignment on the day that I went along with her. We drove to a primary school which, she explained, had not moved very far from the traditional methods in spite of much good will and effort. She was warmly received by the headmaster and teachers. We watched an "infant" class in which a line of children were waiting for the teacher to hear their reading. The teacher asked the advisor how to keep them from being so dependent upon her. The advisor inquired whether she might take the class for a bit. Her request was readily granted. A few of the children were asked to tell stories about their pets in

the room (the usual gerbils and rabbits) and at home. Their stories were taken down on large cards by the teacher and the advisor, using magic markers and large letters. The cards were then given out to those who volunteered to read them, which shortly included everyone. The result: much reading of their own words to one another, while the adults provided encouragement without dependence. We left that room with the suggestion that a trip be planned into the community to collect observations and experiences and that these become the raw materials for reading, writing, painting, and conversations.

The third advisor with whom I traveled appeared at the door of a country schoolhouse, laden with interesting-looking gadgets and equipment which he had collected here and there. A group of children gathered around him, there being no offense in this to teachers when learning, rather than "teaching," is the business of the school. He began unwrapping things:

"What do you think this was used for?"

"What could you do with it?"

"What kind of metal is it made of?"

"How is it obtained?"

"Would someone go and look up what you can find about this metal and tell us?"

"What sort of people might have used this tool?"

"Could we find out more about them?"

In a short time all of the "subjects" of the standard curriculum, and some not usually found in it, were being employed with the fervor that always accompanies real learning when stripped of pedagogy. Not all of the children took part, and work of other kinds continued to go on. In this fact lay choices in the use of time and the pursuit of interests: the children's experience of choice, not the arbitrary choice made by a schedule and a bell.

Patience was a quality that all three of these people had in common. They knew what they wanted, they were chosen because of their success as teachers in open classrooms, but they also knew that you have to start with each teacher where she is and help her to see change as desirable rather than threatening, and possible, even if the steps have to be small ones.

THE TEACHERS' CENTERS

THESE are facilities, provided by the school authorities, to assist communication between teachers and the Advisories and among teachers generally. There are two types. One is a nonresidential center, which may be located in an abandoned schoolhouse. There is a director whose job it is to find the kinds of materials and ideas that teachers need, to help them learn their use, to bring in consultants to the meetings, and to circulate a newsletter that will keep them in touch with possibilities. Units of curriculum may be worked out or arrangements may be made to visit a museum or to take a camping trip. In one center there was a darkroom and a part-time staff member to teach photography. In another were facilities for silk-screening and caligraphy, both much in demand during the afternoon and evening sessions. There is no credit or other compensation to teachers for time spent in the cultivation of such skills. The desire to improve one's skills and add to one's store of available interests seems sufficient to draw teachers into these local centers.

The other type of center is residential, requiring that a teacher who plans to attend a "course" make arrangements at home and at school for others to take over during the time away. Two such centers which I visited, Woolley Hall in the West Riding and Stoke d'Abernon in Surrey, are set in ancient manor houses, purchased by the respective education authorities of Yorkshire and of London. Extensive grounds, beautiful rooms, good food and drink, congenial people having common interests and temporarily freed from the responsibilities of home and school, combine to create an atmosphere of experience-sharing. A resident "warden" is in charge of arrangements. Courses are planned with members of

the Advisory and are published well in advance, so that teachers may enroll. Two to three days is the typical length of a course. The teachers pay about fifteen dollars for a course, including living expenses, while the school authority makes up the difference in actual costs. Again, no credit is offered.

When I visited Woolley Hall, a course on Teaching the Slow Learner was in progress. Thirty teachers of varying ages were taking part in the discussions. The head of an infant school had brought a collection of paintings done by some of her children, and the head of a primary school had a portfolio of work done by his children. There was a small library of books and articles on the subject of the course. A psychologist from the school authority was on hand as a consultant, and the education director of the West Riding dropped in for lunch and a visit to the group. This fact is not without significance. I observed on several occasions that people carrying large administrative responsibility as heads of schools or school-districts made time to take part in the deliberation – and the recreation – of their teachers. For there was recreation at Woolley Hall, as well as serious work. A well-tended bar made its contribution. So did the manorial dining room. There are a large, newly added room for dance – or as the English say, movement – and studios for work in paints and clay; not that the latter activities are considered to be just a change from serious business, for "courses" are held in these disciplines as often as in the most academic ones. But there is a houseparty atmosphere that is consistent with the point of view about the alternate roles of play and serious effort in learning.

Stoke d'Abernon is in a similar setting. The course that I attended was on literacy, by which was meant the teaching of reading and writing in combination. A specialist consultant was on hand. There were many examples of children's work, and there was the library of books and periodicals. In general charge was the Chief Inspector (advisor, in other authorities) for Primary Schools for the Inner London Education Authority. He told me that he was sorry that he could not attend every course at Stoke d'Abernon because he enjoyed so much the opportunity to share ideas about the real business of education and to get a respite from administrative duties.

Following are the titles of some of the courses that have been held in these centers:

Mathematics in the Primary School

Special Problems of Imm[illegible]ant Children

Course for Maintenance Personnel

Use of Local Records (in the community)

Christmas Music in Primary Schools

Painting and Drawing in Secondary Schools

Course for Heads of Secondary Schools

Scientific Thinking in the Middle Years

The Experience of Poetry

It is difficult to compare the quality of these gatherings with that of the familiar short course offered to teachers by one of our universities. Since credit is not a factor, people come because they want to learn rather than to take another step on the salary scale. Without the rigid departmentalism that usually exists when credits are given, there is much exploration of the overlaps between disciplines. Special efforts are made to include a few teachers from secondary schools when the main topic is designed for teachers of primary schools, and vice versa. Administrators and teachers find it equally worth while to attend.

Perhaps it is that mixing of interests and backgrounds, which, among other things, produces somewhere near equal numbers of men and women, that produces the houseparty atmosphere about these affairs which adds sauce to the savory. And why not? Teaching is at best an isolating profession compared to nursing or being a secretary to a lawyer in a downtown office. By providing space, time, and prestige for the cultivation of recreational skills, as well as professional ones, the residential teachers' centers have responded to several very basic needs.

THE TEACHERS' WORKSHOP IN ENGLAND

ONE of the functions of the Advisory is to arrange and direct workshops for teachers. These gatherings of thirty or more teachers are apt to be held in a "teachers' center" or university facility on a residential basis for a period of three days to two weeks. The staff may include outside consultants as well as the members of the Advisory, but their role is less that of instructor than of facilitator. In this, as in such other respects as the use of the total environment for study, a workshop resembles an Integrated Day classroom, but on an adult level.

Not all of the courses that take place in teachers' centers are built upon the workshop idea, by any means. Many, in fact, are more scholarly than exploratory. However, the trend is clearly in the direction of workshops, for teachers in England, no less than teachers in this country, have had their fill of "tips for tired teachers" delivered by people who have not taught children for many a year.

One of the best descriptions of a course that was really a workshop is that by Sybil Marshall in *Adventure in Creative Education,* as I have already mentioned. She and her students at Doncaster University managed to create, and then revel in, an intellectually and artistically responsive environment, the physical setting of which was a temporary building placed upon the tarmak of a World War II airfield. It is no coincidence that those fourteen students of hers are now among the country's leading practitioners of the Integrated Day.

A workshop experience, particularly in a residential situation, is not without its affective dimension. Without resorting to T-groups, confrontations, or other Esalen derivatives, the teachers' workshops manage, by their very nature, to generate and to channel powerful feelings. After all, when a person suddenly discovers a connection between his adult life and that of the child that he was, emotional experience is bound to well up and bring with it new insights.

The best description that I have seen of such an experience, on a very personal level, is by an American teacher who enrolled in a teachers' workshop in Leicestershire. It appears in *Open Education: The Informal Classroom* by Charles Rathbone (Citation Press), following an earlier version which appeared in *This Magazine Is About Schools* (Vol. 3: No. 1). We are grateful for permission to reprint all but the first two introductory paragraphs.

"In April of 1968, I attended an in-service training course organized by the Leicestershire Education Department Advisory Section at the Loughborough University of Technology. It lasted a week, from Wednesday through Wednesday. Now in its third year, the course was again oversubscribed. Of those there, the majority by far were full-time, practicing primary school teachers, and half of them were men. In addition, there were a half-dozen primary heads (principals) and perhaps a dozen secondary school teachers, as well as a few people from outside the County schools (such as myself and the lady from the training college). Total enrollment neared eighty; occasionally there were one-day visitors.

"Although we were located in Loughborough, there was no official affiliation with the university. Nor was there credit, nor any monetary compensation. In fact, participants were accountable to no one but themselves: no advancement, tenure, or grades depended on their performance. Although the Advisory in part subsidized the tuition, each teacher was asked to pay a registration fee out of pocket. Moreover, all voluntarily forfeited nearly half their Easter holiday.

"The proportion of staff to participants was amazingly high. The Advisory must have provided ten or twelve, and added to that nucleus were perhaps another dozen staff members from outside the County — some American imports, some Nuffield and Froebel and Goldsmiths' curriculum-making people, plus some experienced teachers who

were headed toward advisorships elsewhere, toward becoming members of Her Majesty's Inspectorate. In any case, the overall ration approximated better than four to one.

"The overt organization of the course was minimal. There were five or six workshop rooms, which opened after breakfast each day and remained open until nine or ten at night. Meals were scheduled, as was a forty-minute tea break and mid-afternoon coffee. In addition, there were two barrooms on the premises – one a permanent facility for the university students, the other a makeshift affair put on especially for us and located beneath our dining hall. The large blocks of scheduled but undirected time proved unexpectedly important as the week progressed, for they not only provided opportunity to relax and meditate, but also fostered serious, professional shoptalk.

"From time to time, special activities were made available. These included a couple of lectures, three or four films, some field trips, and as many special meetings as anyone chose to call. If it seemed desirable to spend a concentrated hour on one particular phase of math or music, a notice would go up announcing the (always voluntary) session. Usually these meetings were called by a staff person (though often at the urging of a group of us); occasionally a participant would call his own. When a special interest was voiced, the course responded.

"In the workshop area there was a room for art and a room for natural science, one for mathematics and one for English, one for physical science and one for music. But these general labels inadequately describe what the rooms were really like, for both within the rooms and among them there was a wide variety, both of materials available and the uses to which they might be put. Take, for example, the so-called 'art' room. There were paints – poster paints, oils, water colors, and any mixture anyone cared to attempt – and there was an assortment of brushes. There were carpentry tools and sculpturing tools and tiny curved knives for cutting linoleum, wire cutters and wire, tin and tin cans, plaster, plasticine, crayons, and rope. There were wool and thread, egg crates and cardboard cartons, little sticks and tongue depressors, balsa wood and glue, tissue paper and poster paper, cardboard and string, books on print-making, paper-folding, knot-tying, and embroidery: and moving among all these inanimate resources a number of highly skilled and ready-to-

help peers, as well as someone called the art teacher.

"In sum, the room was crammed with opportunities, stuffed with stuff to do. But that was just the first day; thereafter there was more, dragged in by those of us who were using the room. I myself introduced a couple of corks, swiped from the room next door where people were studying the movement of bubbles as they passed through various densities of liquid in stoppered tubes. I also personally brought in (in needing a model to sketch from as I prepared my lino block) a book on bugs from the natural science room, and some white shiny cardboard (also snitched from the bug room), which I needed for mounting the poems I had written in the 'English' room earlier that morning.

"It was an active, changing environment, and we were often actively instrumental in changing it to suit our needs. No constraints were placed on our mobility; nor was there pressure to cover any particular subject area. After all, we were teachers and we were adult; we had well-developed preferences and motives of our own: what this special world allowed was a self-multiplying set of options, so that my introduction of one new material might directly affect the number of options available to someone nearby.

"Staff 'teachers' were present, of course, but they were quiet and unobstructive – easy to find, but not much noticed otherwise. They lived among us, ate at no special table, were generally indistinguishable from participants; and if they gathered together for special staff meetings, they did so inconspicuously. When called on, they materialized; when not, they somehow faded into the background, into the woodwork, into their own work. Although the staff on many occasions did instigate and guide, it was usually *after* the initial contact had been made by one of us: their role demanded considerably more *reaction* than *action,* it seemed. The traditional class lesson – with the teacher addressing large groups on a topic of his choice – was rare.

"There were nonetheless some group activities, though even these were unregimented. Take the 'P.E. to Music' program, for example. Here we had a visiting instructor, a man who was only on the course for a couple of days. Up went the sign-up sheet, and the next morning we duly assembled, in sneakers, in the gymnasium. There was the instructor, armed with tapes and an obvious list of agenda. His way of operating within the constraints (his limited time

in Loughborough, our limited endurance) was to plan carefully every phase of the morning's activity. So put us through our paces he did: as a group we were set a sequence of obviously ordered exercises. Yet within those set assignments there remained considerable opportunity to individualize both the requirements and the solution. For example, he asked us to move about the gymnasium floor developing a series of punches. The music was slow waltz-time. To this task there was no obviously 'right' response: in our own ways we were all 'right' from the moment we began. Interpretation might be questioned, but not correctness. Yet we improved – we grew – and our growth during the morning was perceptible. His informed commentary was especially helpful in enabling us to enlarge our vocabulary of response: by pointing out how someone was 'following through' on her punch, or how someone else was using an uppercut, or an elbow, or punching backwards, he kept us in touch with a constantly increasing number of options, many of which we assimilated into our own patterns.

"However personal and idiosyncratic that P.E. learning may have been, it was thoroughly and from the start bound by the intent of the instructor and his lesson. This was not always so: sometimes the ultimate content of a class was only tangentially related to any originally intended curriculum. The instructors tolerated unanticipated shifts in the interests of the participants; their flexibility in this regard made a number of unexpected curricula possible.

"For instance, one day a notice appeared advertising a field-trip, organized by the natural sciences staff man. The following morning a number of participants went out to visit a nearby stream. They returned, bearing literally hundreds of living creatures, which they proceeded to identify and classify, transplant, and encapsulate. But it was from an apparently peripheral incident that the most exciting study evolved. On the way to the stream, the bus had passed a field where there were some badger holes. No one on the bus had ever seen a badger, it seemed, and as the conversation continued, interest mounted. Someone recalled hearing of a local gentleman reputed to be knowledgeable on these elusive, nocturnal animals. A telephone call followed; a lecture was arranged. It turned out that the man was one of the foremost badger experts in all Europe; his talk and excellent slides were enthusiastically received, especially those parts

concerned with baiting – that is, with the techniques of luring the animal from his lair in order that he be seen and studied. Needless to say, for the next three or four afternoons, just at dusk, badger-baiting parties went forth into the surrounding countryside, armed with field-glasses and ripe, uncooked ham.

"This episode typifies the experience of instant curriculum – that organic evolution of a subject or a topic around which many people could loosely group. It was a context that developed almost by itself: public expression of personal interest, encouraged by other voices and fed by increased understanding and more sophisticated questioning, produced on-the-spot a topical and relevant curriculum, one that might have led on to the economics of shaving brushes or the cellular chemistry of night vision or whatever. The point is, these subjects *led from* the earlier, more naïve, and less discipline-bound questions. The movement could not have been in the opposite direction, and any teacher who might have tried suckering these students into a lesson on optics by beginning with badgers, owls, and moles, would have been hooted down. The lesson of the badger incident is that the teacher, given (and giving) this context of freedom, cannot predetermine what will be learned. He can be prepared for numerous eventualities; he can – on the basis of past performance and enthusiasm – predict the probabilities; but never will he be able, with certainty, to say what will happen next.

"This, then, describes the course – at least from a participant's view. Its elements were comparatively uncomplicated and unrevolutionary: a competent staff, well equipped with materials and unfettered by rigidity of curriculum or schedule; a suitable location and sufficient time to get something started; a group of talented, self-selected participants.

"Treated as though we had both the competence and the right to make important decisions about our own learning, we were let do our own thing, unrestricted by teacher expectation or by deference to an obligatory corpus of knowledge declared by some higher authority to be indispensable. Learning at every turn was individualized; flexibility was the watchword. In the end, I had little doubt that those responsible for the course had deliberately attempted to construct precisely that environment which would pro-

vide, for the teachers, a model of what their own classrooms might be like. It was the structure of the course, then, that offered the most systematic instruction: for in Loughborough the medium was indeed the message. . . .

"Yet the quality of the experience differed from that of an ordinary teachers' workshop; the quality of its components can adequately account for that uniqueness. When I left Loughborough, I was still looking for a missing component; now I think the answer lies instead somewhere *between* the components. For, hidden among the overt offerings, was a context in which each of us was able to find opportunity for significant personal growth.

"I asked myself one day exactly what it was I had learned at Loughborough. The answer turned out to be a very personal 'who am I?' kind of response. For – aside from the bits and snatches of biology and history I had picked up during my week there – the most meaningful insight concerned myself, specifically myself as a student in a learning situation.

"The relation of myself to the staff, of myself to the materials, of myself to myself-as-learner: these three, generalized to the course as a whole, are what mattered most. For it was the realization of the significance of these elements – not for myself alone, but for teachers at every stage of development – and the realization that the quality of each of these relationships could be improved upon within the framework of a workshop like this: it was these insights which so expanded the potential of the entire enterprise for me.

"An incident occurred a week or so after I left Loughborough which helped me to put my finger on a significant factor in any student-teacher relationship: how students perceive the teacher's role. One day, visiting an infant class in Bristol, I was asked point-blank by a tiny miss whose name I have forgotten, 'Please, sir, would you give me butterfly?' I blanched a bit, asked for the question to be repeated a couple of times, and finally heard, 'Would you give me *butterfly*?' – the spelling of the word butterfly for her self-made speller, the kind that all children carry with them when they're writing. Here (shades of Ashton-Warner) she kept the words *she* wanted to learn, and already – she couldn't have been more than five – she had learned to make maximum use of available resources, even when those resources seemed

slightly hard of hearing or a bit stupid or foreign, like this American visitor.

"Often at Loughborough, old assumptions about teachers prevented me from taking advantage of the available resources with similar naïveté. Just as I had mistakenly expected the little girl to be using the spelling as a means of initiating a conversation ultimately aimed at monopolizing my attention (which was not the case at all: once she had the word, off she went – polite and matter-of-fact), so I found myself shy or embarrassed, resentful or anxious in my relationships with staff instructors. *What would they think of me, asking such a dumb question? Hadn't I already used up more than my share of time?* These unvoiced questions placed enormous constraints on my freedom to learn.

"What Loughborough offered was an opportunity for me to witness, for the first time, really, how an outmoded concept of student role operated within me: by presenting an environment particularly conducive to an alternative set of relationships between student and teacher, it revealed the true nature of the model I brought with me to the course.

"In a like manner I found myself having difficulty with certain materials – not because my fingers fumbled or because I was stupid, but because of a fundamental inability to release myself to the learning situation. I am reminded of the day in the science room when I faced the batteries and bulbs. Nothing there could free me from the fetters of some long-forgotten, authority-directed "truth" about those silly batteries; nothing I was able to do could release me from my own dim past, when many years ago I had "learned" electricity. Try as I might, I was unable to approach those materials in the unassuming, unpresuming, honest ignorance that was required for me to learn from them. Instead I racked my brain to remember the rules I had once committed to memory – the rules I suspect were learned indirectly, from a text or a teacher or a lab partner's notebook.

"At Loughborough I was constantly confronting neutral material – classroom stuff that displayed no attitude whatsoever toward me. Yet time and time again I found myself unable to accept what was there – either I would seek some prepackaged 'lesson' or I would look to the teachers for clues on how I was 'supposed' to define and solve some predetermined problem. The difficulty lay in feeling free to ask my *own* question, yet this is precisely the possibility the Lough-

borough experience made me aware of.

"My hesitancy with materials and the artificiality of my relationship to my instructors contributed to the image I had of myself as a learner in the Loughborough situation. As I think back over the workshops, I sense I was good in the English room, poor at math; experienced in dabbling with paints, inept at movement or dance. Thus, at times, I was among the more competent; at others, I was a rank novice who might profitably accept aid from a more experienced peer. The effect of seeing myself this way was to avoid the negative assumption-making which a singular point of view so often brings. Assessing my skills *in context* provided a sliding scale of self-esteem, many points of view from which to view myself. Neither athletic competence nor academic success (as in my own school days) was permitted to dominate. Nor was any other single movement.

"This mixed, vertical grouping similarly discouraged any simple and inflexible view of how I thought the teacher was seeing me. I knew, for instance, that what the art teacher offered me as I was painting was quite different from what she offered when I was fumbling with the linoleum-cutting tools. Likewise, I knew the counsel she offered to competent craftsmen contrasted sharply with her advice to novices. I could see that she was constrained at each intervention to take into account the particular context of each student's work, and in my case that differed radically as I moved from task to task.

"Success should be easy to acknowledge: when you find out how to solve the math puzzle, it's just natural to want to explain the solution to someone else; or, after you have worked a full hour on a drawing and it's finally finished, it seems quite right and even pleasurable to place it on the bulletin board alongside your friend's. At least, that's true when you're confident and not too anxious about getting someone else's approval of your work, when acceptance of yourself as a learner comes easily. But when that's not the case, joy vanishes. Consider how I felt when I finished my first linoleum block. As someone else said about his attempt in this medium, he hadn't done a lino block for nearly twenty years, and during the interval there hadn't been any progress in either style or accuracy: his 1968 effort reminded him above all else of the work of an eight-year-old.

"For me it was horribly difficult to admit being connected

to that drab little print; it required real humility before I was prepared to own up and accept, without embarrassment, full responsibility for this thing which I had created. For to discover where you are in respect to lino blocks and to find that you are still at the eight-year-old level is disconcerting. It means, first, admitting that the work you do is an indication of your competence and a reflection – to some significant extent – of who you are. In the second place, it means an admission that in terms of this particular part of you, you're a dismal failure.

"Becoming aware of where you stand can be humiliating; the process of growing and changing, of suddenly moving away from an earlier position can be profoundly shocking. I remember walking back from lunch to the general workshop area one day, encountering a young deputy head who had spent the morning at a dancing workshop. When I inquired how it had gone, his answer startled me, 'Disturbing,' he replied in far more seriousness than I had asked, 'deeply, emotionally disturbing.' For several minutes we considered his reaction, and I continued to ponder its meaning as the week went on. He had been shaken by an experience that had required more of him than he considered available. An opportunity had arisen to test his resources – or at least he had stretched *his own estimation* of their limits. Now he knew he was somehow different. Although I'm sure he would have been hard-pressed to define the precise nature of the change, it certainly had occurred and he was very nearly frightened. Successful learning does mean change, including change in one's own estimation of oneself; to be able to adapt swiftly and without anguish to a new notion of self seems a very necessary prerequisite to continued success in learning.

"What I found at Loughborough was a climate, a psychological environment which jarred a number of long-entrenched preconceptions. Whether this climate actually *caused* new insights to occur, I cannot say; what I am sure of is that it precluded the automatic reinforcement of a number of old attitudes. In respect to at least three relationships – of myself to the materials, myself to teacher-figures, myself to my own image of myself as a learner – I came to see myself more clearly; and that insight into what *already* existed made new changes possible. So in the end the lesson I took from Loughborough was a lesson about learning, a lesson of how a

particular context for growth can precipitate confrontation with the debilitating constraints imposed by one's own psyche – a lesson, finally, about the education of teachers, but a lesson, first, about myself."

No one would claim that such an experience, or even a succession of them, would turn a successful, traditional teacher into a successful teacher of the Integrated Day. The workshop is mainly a beginning; a process of dislodging old concepts and old habits; a means of helping a teacher to see children more clearly by finding new perceptions of himself as child and adult, new paths to the wellsprings within. It requires more than perception to succeed in a room full of children, and more than good will and love of one's fellows. The skills of teaching the three R's are no less important in one kind of classroom than in another, a fact which seems often to be overlooked by the educational bucolics in their "free schools."

Follow-up work is necessary. More specialized short courses at the teachers' center; more practice in the classroom, with advice from head-teacher, colleagues, and a member of the advisory staff; more careful listening to children. Above all, steady belief that the ends are worth the means – in fact, are shaped by them.

Here, then, is the combination of influences that have spurred change toward the Integrated Day among the teachers of English primary schools. It would be a mistake to conclude, however, that a few enlightened people had the goal clearly in mind and deliberately set out to turn the teachers around. The fact is that widespread disapproval of selective education, with its Eleven Plus examination and separate schools, conditioned teachers, administrators, and policy makers to look for better ways of organizing education. The more enlightened ones among them had the wisdom to turn their attention to children, to the processes of learning, and to ways of creating an environment which would be most conducive to learning. In this search they drew upon the experience of practicing teachers at every level. The devices that I have described are, therefore, two-way vehicles for communication, serving as much the reeducation of administrators and government officials as of teachers and heads of schools.

Infant schools led junior schools and provided stimulation for them. Both are leading the secondary schools, and their influence is being felt increasingly. If the changes seem slow, and they do to many of those most closely involved in them, one should stop to compare the new schools and classrooms with the standard fare of

the post-World-War II years right up into the late 1950's. In this light, the changes are about as rapid as such profound changes can be in a society that prefers evolution to revolution.

THE TEACHERS' WORKSHOP IN THE UNITED STATES

WE, in this country, are not by any means without a history of similar growth and change in education. If we could peel away a few layers of prejudice toward the progressive education movement, some of which are justified, we would find a very strong, very indigenous strain of interest in the scientific study of learning going on in the 1920s and 1930s. The pamphlets and books that were written then have the same quality of quest and zest that one finds in current works on open education. The teachers' workshops that were held by the Thirty Schools as part of the Eight Year Study, were not unlike the English workshops that I have described.

The results of the Eight Year Study would have given us a sense of direction in the 1940s. We have just begun to recapture it thirty years later. The Study showed that students do better work when their interests are enlisted, when they share in the enterprise, and when the content has meaning for them.[5] Instead, we were diverted, first by World War II, then by our fear of technical inferiority, then by the Cold War – and so an important demonstration was all but forgotten.

Quite in character, the English held to the philosophy which we both shared before the war, and implemented it as rapidly as they could afterward. Fortunately for us, we now can go to get help in sorting out our jaded theories by visiting their classrooms

[5] It also showed that teachers, for their part, do a better job when they feel themselves to be a part of an evolutionary process in which no one has all the answers.

and reading their documents. Fortunately, indeed, for they have preserved for our view a philosophy that owes as much to John Dewey as to Froebel and Montessori, which is to say, a philosophy essentially pragmatic, democratic, American.

How has America responded to this view? By a sense of kinship, partly. There is nothing alien to our culture in seeing children who are active in the pursuit of learning – however rare this sight may be in our own schools. We respond warmly to achievement, even when accomplished in the absence of external rewards and punishments. Our Puritan ancestry still frowns upon much prominence of music, art, and drama in the curriculum, but we are beginning to give these subjects houseroom, if only in the servants' quarters. Furthermore, there are distinct overtones of the country schoolhouse in our view of the Integrated Day, and what could be more normal than that? The mixed ages, the older children helping younger ones, the do-it-yourself tradition of build your own fires and make do with whatever comes to hand. These are strong bonds indeed.

At a time when our schools are turning the young against intellectual and artistic interests, not only in the ghetto, but in the suburb as well, we see with some amazement a generation of English boys and girls from every walk of life moving into higher education with enviable preparation, as well as anticipation. Here is something to ponder, for when we discount in full the differences between the cultures, the things children learn before they come to school, the proportion of students who expect to go to college, there still remains that sense of kinship with the idea, as well as with the people involved in it. To the extent that this is true we are not so much "importing" or "transplanting" a philosophy that is alien to our soil as rediscovering patterns that are native to our climate when understood, appreciated, and cultivated with the care that the English have used.

The National Association of Independent Schools, having shared with other early visitors a period of fascination with English primary schools, became convinced that there was, within the concept of the Integrated Day, an important lesson for American education: a lesson to be examined no less in independent schools than in public schools, no less in urban schools than in suburban schools. How best to do it? A few teachers and school heads could arrange to be sent, or could go on their own resources to visit schools and see for themselves, and they did. Many were stimulated by the series of articles in the *New Republic* by Joseph Featherstone in 1967, by the Plowden Report in that same year,

and by other books and pamphlets.

It was clear, however, that we needed the first-hand experience of teachers and heads of schools against which to judge our own, over a reasonably sustained period of time. The result was the NAIS Workshop on the Integrated Day, held in Cambridge for a period of four weeks in July 1968 and described in the booklet *The Wellsprings of Teaching* (NAIS, February 1969). Under the able direction of Roy Illsley, then Headmaster of Battling Brook County Primary School, Leicestershire, this workshop set a general pattern which has been followed successfully ever since. Among the components of this pattern are the following:

- Participation encouraged from public and independent schools equally, in groups of two or more from a school
- A nonresidential session of four weeks during the summer
- Enrollment limited to 60, with a staff of five or six
- A learning environment similar to that of the Integrated Day which encourages participants to learn from one another, as well as from the staff, the materials, and the books
- Children not a central feature of the workshop, in the belief that teachers need time to be away from children and with other adults.

Workshops were held the following summer in New York, Philadelphia, and Washington, D.C., as well as in Cambridge. These followed the basic plan of the first one, with one exception: two British co-directors were in charge of each, one of whom brought particular experience with children of five through seven years of age, the other with children of eight through eleven or twelve. Also, the local staffs became somewhat larger to include people having special skills, including music, dance, mathematics, science, language, social studies, woodwork, art, and dramatics.

These four workshops were studied by a team from the Harvard Graduate School of Education, who sent questionnaires to the participants and visited some of them in their classrooms. This study pointed to a number of strengths, as well as weaknesses in our general plan, among them the following:

- Of the one hundred respondents (52 per cent of the total who attended) almost two-thirds rated the workshops as excellent.

- Eighty-two per cent reported that they had changed their teaching as a result of the workshop.

- Almost as many believed that the workshops should be "better organized" or "more directed" as felt that the open-ended nature of the workshop was valuable.

Recommendations of the team included greater attention to the special needs of minority groups in staffing future workshops and in planning the daily programs; care lest the premises and facilities of the host school appear too elaborate to people from less favored schools; that each center provide some form of follow-up, leading as directly as possible to an advisory service on some regular basis; and that an administrator be included in the group of teachers from a given school who attend a workshop.

The Philadelphia workshop was reported in print in a pamphlet entitled *Box Breaking,* by John Harkins, and on film: *Side Streets,* by Oliver Nuse. The pamphlet quotes a participant:

> In my eighteen years of teaching kindergarten, I must admit I have made some changes but I need a new viewpoint to carry me through the next eighteen years. Our children come to kindergarten so much more informed than ever before as a result of our nursery schools, Get Set programs, and television. Motivating five- and six-year-olds becomes a major task. Having heard so much about the success of the English Infant School, I am happy to have a chance to get first-hand knowledge about its operation.

and another:

> I sense my own work pattern – involvement, intense effort with some aspect of a problem, and a working it through (greatly helped if others are interested), and then collapsing for a time – I am played out. A pendulum swing. Gradually, I get moving forward again. Many children must work like that, too. Again, the importance of messing around becomes clear. I intend to watch for work patterns emerging in the children, individually, and try to learn to capitalize on them – or rather, I guess, to support them at the crucial places.

and finally:

> As far as I can recall, out of the many courses in teacher training institutions, this has been the only time where I have experienced a learning situation in adult terms and have been led to feel the real learning involved. The real impact for me was a very personal experience which could only have occurred in a free environment such as was provided. I learned very dramatically the joy and self-confidence that can come from a creative experience and I fully intend to help my next year's class to attain something of this feeling of accomplishment.

The film gives visual substance to many of the activities that are described in the pamphlet.

By chance a student, Joyce Olum, from Swarthmore, visited the Philadelphia workshop, became intrigued and decided to carry out her own follow-up visits to teachers who had attended. Her purpose was to see in what ways and to what extent the teachers had changed their classrooms and their styles of teaching as a result of having attended the workshop. She also wanted to find out what obstacles teachers were running up against.

Not surprisingly, Miss Olum found a high correlation between successful change in the classroom of a participant and the support – or lack of it – given her by the administration, the parents, and other teachers. She saw great diversity in the styles of the classrooms. She heard many explanations for the limits that had been put upon change by teachers who, had they felt free to do so, would have made more rapid changes. Among those most frequently mentioned were standardized tests. Many teachers, though convinced of the benefits to children of open education, could not bring themselves to ignore test scores as valid measures of their children's work, and hence, of their own as teachers.

Miss Olum has some interesting things to say about the role of the specialist teacher in an open classroom. She saw clearly the dilemma arising from the need for special competence on the one hand, and for an integrated schedule and program on the other. She also saw difficulties arising from the practice of "ability grouping" which is common in both public and independent elementary schools. She sums up as follows:

> But given that one thinks the Integrated Day is a good way of teaching, the question becomes: "Was the workshop an effective way of introducing the Integrated Day to teachers?" Judging from the effects I have seen on the teachers and schools I have visited, my answer is "yes." Of the twenty-eight classroom teachers whom I observed or to whom I spoke, eleven or twelve seemed to have been powerfully affected by the workshop and to have changed their whole way of teaching as a result of it. One or two additional teachers were making extensive use of the Integrated Day, but I gathered from them that they had already been using it before the workshop, so one cannot give the workshop all the credit for it. About five teachers were making some use of the ideas from the workshop and were using the Integrated Day approach some of the time, but had not gone all the way with it. And about ten teachers seemed to have remained relatively unchanged in their teaching methods and to be making little or no use of the Integrated Day.
>
> This means that of the twenty-eight teachers I observed, nearly half of them had been radically changed in their approach to teaching by the workshop. Considering what a big change that means, that's a

pretty high proportion. And over two thirds of the twenty-eight had been at least somewhat affected.

The following summer there were nine workshops under NAIS auspices. While each one followed the familiar pattern, there were interesting variations along the way. For example, the Rochester (N.Y.) workshop invited a group of day-care children to come in three times to work with the materials. Some participants helped the children by choice, while others went on with their own work.

The Washington, D.C., workshop accepted twenty paraprofessionals preparing to be teachers' aides in the Morgan Community School.

There were workshops in Greenwich, Atlanta, Cleveland, Detroit, and Chicago, as well as in the same cities as before. Public schools played an important role in each one, from sharing the costs to providing participants and staff. Graduate credit was extended by the University of Massachusetts to any participant who wished to apply and pay for it — and one hundred and twenty-five people did.

A report of the Cleveland workshop by Samuel Jackson, entitled *Quiet Turbulence,* published by the Cleveland Council of Independent Schools, contains answers to the question: *What did you do at the workshop that you had never done before?*

"Worked with tri-wall."

"Modeled with clay. Have become interested in leaves, trees, and rocks and nature as a whole."

"Learned how to identify leaves — to take surveys and graph the information. An appreciation for how music and language arts can be correlated. I've become interested in movement and the dramatics that can be developed from it. I did creative stitching for the first time."

"Learned new approaches for the teaching of base numbers, line segments, and finding patterns in math."

"Pen and ink drawings; crewel-type work with burlap, yarn, and material; watercolor; touched with a snake."

"I've used paints more during the workshop than I have during my entire life."

" 'Movement' or modern dance for the first time. Learned how to compute in different bases. Orff work for the first time — fantastic!"

Roy Illsley and I visited the nine workshops in order to learn as much as we could at first hand and to make such contribution as is possible in such a brief time. In addition, each of the 500 participants was asked to fill in and return a quite searching question-

naire. Following are two of the returns, chosen because they are by well-established teachers, one working at the pre-school level, the other in a middle school:

Questionnaire I

1. Age: 20-26 27-33 (34-40) 40 or over. (Circle one.)
2. Degrees held or studies in progress: B.S.Ed.
3. Grade level you currently teach: Pre-school (4-5-year-old levels)
4. Years of teaching experience including the current year. (Circle one.)
   0-1 2-3 4-5 6-7 (8-9) 10 or more
5. Where is the school you teach in located? (Circle one.)
   Core-city Inner suburb (Suburb) Rural
6. In general, how did you hear about the workshops and why did you decide to apply for admission?
   Through Ed Yeomans and members of prior workshops. Applied for admission because I had begun to approach teaching in this fashion and desired further exposure – ideas – and a chance to discuss with others.
7. Please specify in what ways the course met your expectations.
   Afforded an opportunity, not available during the academic year, to spend large blocks of time investigating unfamiliar materials – and discussing classroom triumphs – failures – philosophy – ways of using materials with others.
8. Please specify if there were any omissions in the workshops which could have been included.
   A prepared list of places where one might obtain many of the materials and books we were using. I have a notebook with many odd scribblings as to sources. I hope I can remember what all of these cryptic notations mean!
9. (a) Did your workshop take a field trip? (Yes.) No. (Please circle one.)
   (b) In what ways did you find this useful or unhelpful? Specify good and bad points, please.

   Felt that the first trip, taken one week after the beginning of the workshop, enabled members to view each other in a different setting – allowed some who had not opened themselves to others a chance to meet on what was essentially a work day but in a setting (beach) which was associated with pleasure. I would suggest that the application form contain a list of possible field trips in order that the range of interests peculiar to each workshop might be examined before the actual beginning – might aid in planning – scheduling transportation, etc.
10. (a) Did you, by attending the workshop, learn anything about your own learning? (Please specify.)
    That in the one area in which I had never felt comfortable my own attitude had been negative . . .
    (b) Did you, by attending the workshop, learn anything about the learning of children? (Please specify.)
    . . . and that reinforced my own understanding of the fact that children learn in a positive atmosphere.
11. (a) During the workshops was there: too much free time?____too little

free time?____ the correct balance of free and scheduled time for you? X

Not really enough time in four weeks!!

(b) In what ways did this affect your attitude, emotionally, intellectually, psychologically? (Please specify.)

Brought back the feeling of the more you learn, the more you realize how little you know. Very stimulating. And, of course, at times a positive sort of frustration!

12. How receptive will your school administration be if you decide to make changes in your classroom next semester? (Please circle one.)

(Highly.) *Moderately. Neutral. Opposed.*

(Re: Changes) Very broad and ambiguous. This could range from regrouping desks – total open day vertical group – I imagine it does indicate one's mind's-eye view of one's relationship with the administration!

13. What particular things about the workshops would lead you to wish to change or not to change your teaching style? (Please describe.)

Hope to change the traditional requirement in my particular school that all children must be doing certain skills at certain times – due to age. This is not "style" – I realize – but does affect style in that too many scheduling problems inhibit an open classroom attitude.

14. (a) Has there been any clarification of your educational and/or philosophical thinking as a result of the workshop? (Give examples.)

Great, gratifying reinforcement – to find so many other people feeling and teaching in much the same manner. I feel much of the fine discussion time – whether during music or reading or math – reinforced the feeling that this is the good way to explore the learning process and will strengthen my ability to "justify" to those who request a reason for changing that which has apparently served so well and for so long.

(b) Specify some of the things of which you will be most conscious when you begin teaching in the Autumn semester.

The need to keep open "communication lines" between parents and other staff members (not yet involved in any sort of "open" teaching).

15. (a) Have you, during the workshop, learned any new skill, become interested or more/less interested in any aspect of a particular subject or done anything for the first time? (Please give examples.)

(b) Did you follow, at your level, a piece of work which involved sustained logical, sequential, and systematic thinking throughout the workshop? (Please outline.)

Math has never been an exciting area before. Seeing the opportunity open – and with Philip Sherwood as a most remarkable mentor – I found an open-end interest and pursued it in depth. I have only begun – but to me the experience has a twofold value. Required to take math straight through college – and never thinking of it as anything but something to be "gotten through," I have developed a new personal interest which can serve me in and away from the classroom – and I experienced the feelings of a child in the learning process – self-doubt – slow awareness – and great absorption as to ability. I made many materials and in making them understood what they

could do. I only wish there had been more time to pursue this.

16. What processes of "follow-up" to the workshops would be most effective and beneficial to you? (Please give examples.)

    The proposed group, available for consultation and support during the forthcoming year, is a fine idea – particularly to me, as in a small private school I find the exposure to new trends, thoughts, materials to be greatly limited as opposed to that which was available in public school teaching. I would be very pleased to see a follow-up workshop available next summer, where the opportunity to further develop ideas and interests, engendered by this workshop, would be available.

17. How would you "sum up" the experience of the workshop and what it has meant to you?

    A particularly rewarding period of growth. I feel as though I am about to begin teaching for the first time (however, without the feelings particular to one who has never *worked in a classroom!!). I have made many discoveries about my own attitudes – met many people with whom I hope to maintain contact – in order that we might further share ideas – and can't wait to share my experience with other members of our faculty, and particularly, the children I will meet in the fall.*

18. Is there any question which you thought would have been asked on this form which has not been included? (Please specify and answer the question.)

    Would you do the same "things" (investigative) during workshops again? Yes. *Would you recommend the workshop to others?* Yes.

19. Any further general comments?

    I do not feel that this questionnaire elicits, with any degree of sensitivity, the remarkable rebirth of enthusiasm for teaching observed in members of the workshop. Admittedly, most people who teach do so because of a love for and joy in working with children, but so often initial enthusiasm is dulled by the sameness of, and frustration with, material and externally imposed attitudes. As people became more aware of the fact that they were not alone, that others shared their concern, one could feel the buoying process, whether in a teacher who knew he could not employ most of the many ideas which grew from and were presented to the workshop or in one who was returning to an open-structure program, laden with manipulative materials and administration enthusiasm, and SUPPORT.

Questionnaire II

1. Age: 20-26 27-33 34-40 (41 or over) (Circle one.)
2. Degrees held or studies in progress: B.A.
3. Grade level you currently teach: Middle School Head (grades 4,5,6)
4. Years of teaching experience including the current year. (Circle one.)
   0-1 2-3 4-5 6-7 8-9 (10 or more)
5. Where is the school you teach in located? (Circle one.)
   Core-city Inner suburb (Suburb) Rural
6. In general, how did you hear about the workshops and why did you decide to apply for admission?

From teachers in my school who had previously attended workshops. I decided it was important for me to have the experience, in order to support and help my teachers who wanted to pursue this philosophy, and hopefully to help inspire others.

7. Please specify in what ways the course met your expectations.
   First, it has strengthened my own self-confidence, partly by supporting much of what we already are doing, partly by giving me many, many ideas as to ways in which I can guide this trend in my school. I have found the workshop inspiring in many ways.
8. Please specify if there were any omissions in the workshops which could have been included.
   No answer to this question.
9. (a) Did your workshop group take a field trip? (Yes) No (Please circle one.)
   (b) In what ways did you find this useful or unhelpful? Specify good and bad points, please.
   I found it pleasant, interesting, and relaxing. I had forgotten the value of such an experience.
10. (a) Did you, by attending the workshop, learn anything about your own learning? (Please specify.)
   Yes. I found it valuable to transfer (in my mind) my experiences and reactions to those of the children. I hadn't really observed and learned through the eyes of a child, or on his level, for many years – at least, not consciously.
   (b) Did you, by attending the workshop, learn anything about the learning of children? (Please specify.)
   I am perhaps more sensitive now to how a child reacts to the many learning situations I experienced here – and then, in retrospect, to how many specific children must have felt during the school year. Certain individuals came to mind repeatedly.
11. (a) During the workshops was there: too much time? No. too little free time?____the correct balance of free and scheduled time for you? Yes.
   I found free time a novelty and almost exhilarating!
   (b) In what ways did this affect your attitude, emotionally, intellectually, psychologically? (Please specify.)
   The relaxed schedule etc., and freedom from pressure I found almost healing! I felt open and receptive, intellectually stimulated by people and events. Although physically relaxed, my mind was becoming full of new ideas and I looked eagerly ahead to a new school year, even at this point!!
12. How receptive will your school administration be if you decide to make changes in your classroom next semester? (Please circle one.)
   Highly (Moderately) Neutral Opposed
   I think! As for me and my middle school, I feel sure we will encounter no difficulty as we try here and there to make changes as we hope to do, gently and slowly. We are pretty autonomous in our three schools, lower, middle, and upper.
13. What particular things about the workshops would lead you to wish to change or not change your teaching style? (Please describe.)
   The workshop has made me take a closer look at me, my teachers, and

the classrooms, and most of all, the children. Mr. Illsley's talks, the slides and films, talks by the directors, conversation with other teachers, all of these I found especially stimulating and inspiring.

14. (a) Has there been any clarification of your educational and/or philosophical thinking as a result of the workshop? (Give examples.)
Mostly, I have been made to feel more secure in my philosophical thinking. Areas in which I wondered if this was indeed what I really believed. I have found reenforcement. My thinking has "jelled," one might say, and I feel stronger.
    (b) Specify some of the things of which you will be most conscious when you begin teaching in the Autumn semester.
I will be as aware of the individuality of my staff as I am of the children. I can hardly wait to make the environment more stimulating and more exciting, including certain individual classrooms where I will need to help and inspire as much as I can.
15. (a) Have you, during the workshop, learned any new skill, become interested or more/less interested in any aspect of a particular subject, or done anything for the first time? (Please give examples.)
Learned how to use a tape recorder – how to make effective use of tri-wall – macramé – creative stitchery, crayon rubbing – and – I find I am aware of "learning situations" all the time! Can't turn it off!
    (b) Did you follow, at your own level, a piece of work which involved sustained logical, sequential, and systematic thinking throughout the workshop? (Please outline.)
No. My projects were small, but I took some notes and certainly observed with interest those who did do some wonderful things.
16. What processes of "follow-up" to the workshops would be most effective and beneficial to you? (Please give examples.)
"Follow-up" is important. At this moment, I can't think what processes would be best, other than informal give and take as to people's experiences, successes, and problems.
17. How would you "sum up" the experience of the workshop and what it has meant to you?
I have found it both pleasant and inspiring. It has bolstered my own self-confidence, my awareness, my understanding of others. In other words, I feel stronger and more inspired, more sensitive to what is wrong and what is good in my own school situation.
18. Is there any question which you thought would have been asked on this form which has not been included? (Please specify and answer the question.)
No answer to this question.
19. Any further comments?
Although it must have been taxing for him, I think it vital that Mr. Illsley visit each workshop to give it his special contribution. His visit and talks were invigorating and especially interesting and inspiring.

There was a strong wish, expressed in each of the workshops, to have some means of continuing communications during the year. Arrangements were made at several centers to invite participants back for evenings and Saturday mornings with members of the

workshop staff. Facilities were contributed for monthly meetings at several of the host schools, and so was the time of staff members. A good many friends of participants had their first impressions of open education in these follow-up sessions during the winter months.

Following is a summary of the sessions that were held in Cleveland:

Date: October 17, 1970
Place: Hathaway Brown School
Attendance: 42 summer workshop members, 2 guests
Schedule:

9:00 a.m.	Music with Ruth Hamm Music Specialist, Shaker Schools Use of Orff instruments
10:15	Coffee break
10:45	Break up into active discussion groups to work out problems that have arisen in presenting Movement, Music, Reading, etc.
12:00	Lunch A tape of Poems made by Margaret Canning and Ted Tattersall before they left. Slides of workshops taken by Barbara Metyk. The planning committee met during lunch to discuss the rest of the sessions.
1:30 p.m.	Movement with Barbara Beach, Cleveland Modern
3:00	Closing

Date: November 14, 1970
Place: Hawken School
Attendance: 39 summer workshop members, 22 guests
Schedule:

9:15 a.m.	Mrs. Stanley Kent, Head of Primary Reading, Hawken School, "Reading in the flexible day"
10:15	Coffee and discussion
10:45	Visiting Hawken's four open rooms
12:00	Lunch
12:30 p.m.	Panel Discussion on reading with workshop members
1:30-3:30	Mr. Robert Price, Cleveland Museum of Art, "From Collage to Environment"

Date: January 16, 1971
Place: Hathaway Brown School
Attendance: 36 summer workshop members, 19 guests
Schedule:

9:00 a.m.	Barbara Beach – Movement Ruth Hamm – Music (emphasis on use of Orff instruments)
10:10	Coffee break
10:30	Same as 9:00
12:15 p.m.	Lunch

1:55	Panel Discussion following tape of Margaret Canning's talk on the infant school
3:00	Closing

Date: February 20, 1971
Place: Hathaway Brown School
Attendance: 42 summer workshop members, 17 guests
Schedule:

9:15 a.m.	General introductory talk by Dr. Lola June May, Director of Mathematics, Winnetka Public Schools
10:15 a.m.	Coffee break
10:45	1st session – Math games
12:15 p.m.	Lunch
1:00-2:20	Geometric shapes
2:30-4:00	Graphing

Date: April 17, 1971
Place: Hathaway Brown School
Attendance: 14 summer workshop members, 2 guests
Schedule:

9:00 a.m.	Ruth Hamm – Music
10:30	Creative writing – poetry, Penelope Buchanan, Hawken School
12:00	Lunch
1:00 p.m.	Report on visits to Miss Canning's and Mr. Tattersall's schools in the West Riding of Yorkshire by Helen Frankel, Laurel School, and Penelope Buchanan

Date: May 22, 1971
Place: Oberlin College — *Lecture by John Coe, Senior Primary Advisor for the Oxfordshire (England) schools, followed by discussion session.*

As plans began to develop for a new round of workshops in the summer of 1971, a number of interesting changes emerged. For example, two workshops were held in both Philadelphia and Cleveland. One of the latter was located in a public school.

Another workshop, based in a public school, was jointly sponsored by NAIS and the University of Massachusetts, Amherst.

Children were an important part of the sessions in Bloomfield Hills (Detroit).

In all, sixteen workshops were held during the summer of 1971, with a combined enrollment of over eight hundred teachers. One of these was a Workshop for Graduates, held in Cambridge and directed by Roy Illsley and most of the original staff. A foundation grant made it possible to invite thirty-five teachers who were recommended by their local workshop hosts on the basis of their success as participants, their subsequent accomplishment in the

classroom, and their promise as advisors and workshop directors. The program of this session was designed to provide the kinds of experiences that would help such teachers to become leaders of educational thinking and change in their respective communities.

The University of Connecticut supervised — and extended graduate credit to — participants in the two workshops that were held in that State. Following are excerpts from the report of the University's visiting committee:

> "This past summer of 1971, The University of Connecticut offered credit for two workshops on the Integrated Day. These workshops were cooperatively offered by the University and the National Association of Independent Schools. The first workshop was given from July 5, 1971, through July 30, 1971, at the Convent of the Sacred Heart in Greenwich, Connecticut. The second workshop was offered from August 2 through August 27, 1971, at the Whitby School in Greenwich.
>
> "*Faculty.* The faculty were able, knowledgeable, and responsive persons. The evaluators observed them guiding learning in the various subjects of mathematics, science, art, movement, and instructional materials. Large groups, small groups, formal and informal, seemed to happen naturally. Demonstrations of the abilities of the instructors to sense the needs of individuals and groups was a joy to watch. The participants varied greatly in age, interests, and professional backgrounds. There was a distinct difference between the Sacred Heart and Whitby groups. The evaluators noted a lack of participation on the part of the Whitby group at the beginning of the institute as contrasted to Sacred Heart, where many projects had already been undertaken at a comparable time.
>
> "That the Whitby group held many more reservations about the integrated day at the beginning of the institute than did their counterparts at Sacred Heart was evident. One participant interviewed early in the institute indicated that she felt that she wasn't getting the methods and materials she needed, while another complained about a lack of structure. Because of comments and attitudes similar to this, Celia Houghton felt reticent about quickly immersing the group in the integrated day without a little more groundwork. Her groundwork and accompanying followup must have had their

effect, because the same two people interviewed at the conclusion of the institute had had their initial misgivings transformed into a very positive reaction to the institute. Another example of the differences between groups was seen in a movement class at Whitby, which appeared quite forced, but this too seemed to change as the institute continued.

"Considering the differences between the two groups, the final evaluations stand out even more as a testament to the insight of the workshop's faculty. Both groups arrived at the same endpoint, although traveling different roads. That endpoint, enthusiastic approbation of the integrated day, is best illustrated by the most repeated quote from both institutes, 'Once a teacher has experienced this system, it's impossible to go back to the old one.'

"*Physical Facilities.* The facilities provided for the workshop centered in the schoolrooms of the Convent of the Sacred Heart reserved for exclusive use of the workshop staff and participants. Rooms were set aside for the various areas such as math, art, instructional materials, music, and other similar activities. Office space and library space were provided. If there was any physical space problem it would be in the office space for the staff. The rooms were aesthetically pleasing and were sufficiently large to allow many materials to be left in the rooms in all stages of preparation. There were bulletin boards for the exclusive use of the institute participants in both the classrooms and in the hallways throughout the school. The outdoor setting offered many opportunities for the participants, and during the time the observer was at the institute, participants were exploring the various learning opportunities provided by the outdoors, e.g., science activities connected with the environment, pollution, etc. The instructional materials available to participants were quite adequate. Participants in the instructional materials areas had available to them electric saws, drills, and all necessary tools to do quite complete work with cardboard carpentry. In the science and mathematics groups there were materials and equipment available to the participants so that a large number could be working on several projects at once.

"The second workshop (August 2-27) was housed in Whitby's two-story Junior High School. A large, modern, spacious building, it contains facilities and rooms for art, handicrafts, industrial shop, music, general classes, and a large

library which comprises half the building. In addition, there was ample office space, etc.

"At first the physical arrangement was thought to be optimal, but as time went on, the feeling changed. Where the one-story Sacred Heart Convent was flexible, with activities spilling over from one room to the next or being held in the same room, Whitby had a tendency to isolate activities and people from one another. The integrated day concept suffered at times from the strict delineation of staff responsibilities and assignments, occasioned by the space requirements. While the workshop was successful in spite of this, it does appear that the more open physical structure of the Sacred Heart Convent was more conducive to an integrated day workshop. What part of this may be due to the difference in personalities between the two groups is difficult to determine. As at Sacred Heart, there seemed no lack of instructional materials or space to work in. It was difficult to walk through the school without catching the contagious feeling of the participants that there were so many interesting, creative things to be done.

"The materials budget was quite adequate. The expenditure at the first workshop was about fifty dollars per participant.

"Participants' Evaluation. Copies of the University of Connecticut Rating Scale for instructors were sent to those participants requesting credit from the University of Connecticut. The responses were not surprising in that they confirmed the observation of the evaluators, but their consistency was unusual. A simple averaging of the responses rated the instructors above 9 out of a perfect 10.

"Comments made on the returned forms included:

> A superb experience. One of the finest educational experiences I've ever had.
>
> This was the most professionally worthwhile and personally rewarding workshop or course I have ever attended.
>
> This easily rated as the most interesting and stimulating course I have ever taken. In fact, it was a profound experience and I was sorry to see it end.

"The only negative comment made to the observers was by one participant who wanted more than three credits.

"*Recommendations.* It is felt that The University of Connecticut should exercise leadership in the State and nationally, and that the offering of quality workshops on improving learning experiences of children is exercising such leadership. The recent workshops offered in cooperation with the National Association of Independent Schools were of high quality in faculty, materials, facilities, and most of all, learning experiences.

"It is recommended that a continuing relationship exist between the National Association of Independent Schools and The University of Connecticut in offering workshops on the integrated day and similar timely topics. If necessary flexibility can be assured, as noted below."

Every participant again agreed on the necessity for some form of follow-up and support. It was hard enough to keep going when a group of three or four had come from one school and they could reinforce one another; it was devastating for the lone individual who had no one to fall back on when criticized for her well-intended changes. The informal programs in two or three cities served to dramatize the need as more and more teachers appealed for help.

Accordingly, NAIS decided to demonstrate an advisory service and teacher-center, combined with an attempt to evaluate achievement in open classrooms. The plans for this service drew heavily upon the experience with teachers' centers in England. Members of the original workshop staff began to respond to invitations to work with schools in Eastern Massachusetts. A Proposal was prepared and offered to foundations. It had become clear that the reeducation of experienced teachers could no longer be confined to four weeks in the summer, but must go on throughout the year.

APPENDIX

I. The following agencies have assisted NAIS to develop the programs described in this booklet:

Rockefeller Brothers Fund
EDPA (U.S. Office of Education)
Elida B. Langley Charitable Trust
New World Foundation
Ford Foundation
Dewing Foundation
Sperry & Hutchinson Foundation

In addition to these agencies whose grants have been made directly to NAIS, there are several which have given generously to local centers for their workshops and follow-up programs. These include the Friends Council on Education, the Friends Committee on Education, the Independence Foundation, the Gund Foundation, the Taconic Foundation, the Philadelphia Public Schools, and others.

II. A list of workshops on the Integrated Day that were held during the summer of 1971. All were approximately four weeks in duration.

1. CAMBRIDGE (Graduates' Workshop)
   Shady Hill School, 178 Coolidge Hill, Cambridge, Mass. 02138 (617) 868-1260
   Host: Edward Yeomans
   Director: Roy Illsley, Leicestershire

2. CAMBRIDGE
   Fayerweather St. School, 74r Fayerweather Street, Cambridge, Mass. 02138 (617) 876-4746
   Host: Christopher Stevenson
   Directors: Christopher Stevenson and his Staff

3. AMHERST
   University of Massachusetts, Amherst, Mass. 01002 (413) 549-1507
   Host: Peter Roberts
   Directors: Christopher Carr, Leicestershire
   Hazel Sibley, Leicestershire

4. BLOOMFIELD HILLS
   Academy of Sacred Heart, 1250 Kensington Rd., Bloomfield Hills, Mich. 48013 (313) 646-8900
   Hostess: Sister Anne Hills
   Directors: Joan French, Leicestershire
   Anne Fryer, Leicestershire

5. BRIARCLIFF MANOR
Scarborough School, Scarborough-on-Hudson, Briarcliff Manor, N.Y. 10510 (914) 941-2480
Host: Robert Mellow
Director: Janet Eavis, London

6. BROOKLYN
Brooklyn Friends School, 375 Pearl Street, Brooklyn, N.Y. 11201 (212) 858-9379
Host: John Darr
Directors: Philip Sherwood, Leicestershire
John Darr, Brooklyn Friends School

7. CHICAGO
Francis W. Parker School, 330 Webster Ave., Chicago, Ill. 60614 (312) 549-0172
Host: Jack Ellison
Directors: Ted Orsborn, London
Emma Woolston, London

8. CLEVELAND
Hilltop School, 24524 Hilltop Drive, Beachwood, Ohio 44124 (216) 464-2600
Host: Sam Jackson
Directors: Ted Tattersall, Yorkshire
Margaret Canning, Yorkshire

9. CLEVELAND
Hawken School, Clubside Road, Gates Mills, Ohio 44040 (216) 382-8800
Hostess: Penny Buchanan
Directors: Margaret Wood, Yorkshire
Ray Long, Yorkshire

10. ENGLEWOOD
Colorado Academy, P.O. Box 1177, Englewood, Colo. 80110 (303) 986-1501
Hostess: Manon Charbonneau
Directors: John Lancaster, Gloucestershire
Janet Lancaster, Gloucestershire

11. GREENWICH
Convent of the Sacred Heart, 1177 King St., Greenwich, Ct. 06830 (203) 531-6500
Hostess: Sister Voncile White
Directors: Celia Houghton, Greenwich, Ct.
Robin Ellams, Greenwich, Ct.

12. GREENWICH
The Whitby School, 969 Lake Avenue, Greenwich, Ct. 06830 (203) 869-8464
Host: John Blessington
Directors: Celia Houghton, Greenwich, Ct.
David Lilly, Winchester, England

13. PHILADELPHIA
Friends Select School, 17th & Parkway, Philadelphia, Pa. 19103 (215) 561-5900
Hostess: M. LaRue Taliaferro
Directors: Sybil Marshall, Sussex
Ewert Oakshot, Sussex

14. PHILADELPHIA
Springside School, 8000 Cherokee Ave., Philadelphia, Pa. 19118 (215) 247-7200
Hostess: Ann Witman
Directors: Lester Horner, Yorkshire
Janet Baines, Yorkshire

15. ST. PAUL
St. Paul Academy-Summit School, 1150 Goodrich Avenue, St. Paul, Minn. 55105 (612) 225-6559
Host: George Schumacher
Directors: Arthur Naylor, Yorkshire
Barbara Firth, Yorkshire

16. TENAFLY
The Children's Center, 38 Franklin Street, Tenafly, N.J. 07670 (201) 871-3322
Hostess: Suzanne M. Spector
Directors: Mrs. Spector and her Staff

17. WASHINGTON, D.C.
Beauvoir School, 3500 Woodley Road, NW, Washington, D.C. 20016 (202) 966-8150
Hostess: Frances Borders
Directors: Ken Osborne, Leicestershire
Joan Isherwood, Leicestershire
and the Innovation Team of the Pilot Communities Project of EDC.